

## Meeting of the South Bank Engineering UTC Local Governing Body

3.00 - 6.00 pm on Tuesday, 15 May 2018

in South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

3.00 – 4.00 pm UTC data training for governors

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		NL
2.	Declarations of interest		NL
3.	Minutes of previous meeting	3 - 6	NL
4.	Matters arising	7 - 8	NL
<b>Items to discuss</b>			
5.	Principal's Report <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Quality of Teaching &amp; Learning</li> <li>• Personal Development, Behaviour and Welfare</li> <li>• Learner Outcomes</li> <li>• Effectiveness of Leadership &amp; Management</li> </ul>	9 - 32	DC
6.	UTC risk register	33 - 36	DC
7.	School Improvement Plan - Key Updates <ul style="list-style-type: none"> <li>• School KPIs</li> </ul>	37 - 56	DC
8.	Self Evaluation Form	57 - 58	DC
9.	Partner Engagement Plan	59 - 62	DC
10.	Finance management report (accounts to Mar 2018)	63 - 68	NF
<b>Items to note</b>			
11.	Governors' visit report	69 - 70	NL
12.	UTC Internet safety report	71 - 72	DC

**Date of next meeting**  
**4.30 pm on Wednesday, 4 July 2018**

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
<b>Members:</b>	Nicole Louis (Interim Chair), Ed Arthur, Ian Brixey, Dan Cundy, Beau Fadahunsi, Natalie Ferer, Sarah Gordon, Tony Roberts, Ruth Smith and Joanne Young		
<b>Apologies:</b>	Richard Parrish and Leona Ross		
<b>In attendance:</b>	Alexander Enibe and Brendan Collins (UTC DfE link)		

**Minutes of the meeting of the South Bank Engineering UTC Local Governing  
Body  
held at 4.00 pm on Wednesday, 7 March 2018  
South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill  
SW2 1QS**

**Present**

Rao Bhamidimarri (Chair)  
Ed Arthur  
Ian Brixey  
Dan Cundy  
Beau Fadahunsi  
Natalie Ferer  
Sarah Gordon  
Joanne Young

**Apologies**

Richard Parrish  
Tony Roberts  
Ruth Smith

**In attendance**

Alexander Enibe  
Kam Bains (Vice Principal, item 9)  
Leaona Ross (prospective parent governor)

**1. Welcome and apologies**

The chair welcomed the governors to the meeting. The above apologies were noted.

Leaona Ross (prospective parent governor), who attended the meeting as an observer, was introduced to the LGB.

**2. Declarations of interest**

No governors declared a conflict of interest in any item on the agenda.

**3. Minutes of previous meeting**

The LGB approved the minutes of the previous meeting of 6 December 2017.

**4. Matters arising**

The Principal confirmed that, in dealing with the “inconsistency in teaching” raised in the DfE report, maths and engineering teachers have been recruited.

The chair confirmed that the self-assessment form is being developed with external support and would update the LGB as soon as it is available.

## **5. Principal's Report**

The LGB noted the Principal's report.

Due to challenges in recruiting experienced Engineering teachers, inexperienced Engineering teachers are receiving mentoring and in-house training and development.

The LGB noted that a budget for external tuition has been made available.

The LGB challenged the balance between employers' project engagements and site visits and classroom based learning to check that an appropriate balance of time with each was being made. The Principal confirmed that the longer school day gave pupils overall more time in the classrooms than some other schools.

The CEO is looking into the possibility of registering both the UTC and UAE with Aimhigher.

The LGB discussed the level of support being provided for the students preparing for their A-level and GCSE exams, as this would be their first time.

The LGB discussed the level of support given to students in areas such as welfare; e.g. mental health. The Principal confirmed that they get support from regulated agencies in only extreme cases, and this is a challenge.

The Principal proposed to the LGB to reduce the time for break and lunch, and each lesson slightly, creating an earlier formal finish. This is to give the teachers more flexibility for interventions or other management activities, as they teach from morning until 4.45 pm and close at 5.00 pm. The teachers only have 15 minutes left after teaching. The LGB approved the Principal's proposal.

The LGB discussed the Principal's proposal for pre-apprenticeship pathway for Level 2 course for Year 12. The Principal confirmed that there is demand from employers. The LGB noted there was a behavioural risk on the students already in level three when the new students join the school.

## **6. Review of staff training & staff survey results**

The LGB noted the review of staff training & staff survey results, which had been completed anonymously by staff online in February 2018.

The results were generally positive with high levels of fulfilment, trust direction, satisfaction and buy-in. There is concern over level at which work intrudes on staff's private lives and concerns over level of stress and pressure. Measures are being put in place to deal with these issues.

The Principal confirmed that staff at different levels are undergoing various training.

**7. Student Recruitment**

The LGB noted the student recruitment update, which is currently below target.

Extensive marketing and recruitment activity has been taking place all year.

**8. Finance management report**

The LGB noted that there was no finance management report.

The accounts are currently being prepared and would be ready in two weeks.

The chair confirmed that the Business Manager had resigned and that the LSBU Financial Controller is helping with the accounts.

**9. Safeguarding**

*Kam Bains joined the meeting.*

The LGB discussed the Safeguarding report.

The Vice Principal confirmed that all the issues raised by the DfE in January 2018 are being addressed. The outcomes from the action plan have been discussed with the DfE in two conference calls.

Lambeth council had undertaken a safeguarding audit in February 2018. The Vice Principal confirmed that there were recommendations and action plan from the audit, and this being implemented. The Vice Principal is awaiting a written report from the Local Safeguarding Children Board.

The Vice Principal confirmed that there are safeguarding training being done by Deputy DSLs, and other training recommended are currently being undertaken by staff.

The LGB noted that safeguarding issue underpins the need for more Senior Leadership Team members to have capacity to meet compliance.

*Kam Bains left the meeting.*

**10. Governors visit**

The LGB noted Sarah Gordon's visit to the school and requested that she should prepare a governor visit report.

11. **Update from MAT**

The CEO would update the LGB on his future after the 22 March 2018 Trust Board meeting.

12. **Reports from subcommittees**

The LGB noted the report from the committee meetings.

13. **Local school risk register**

The LGB noted the school risk register.

**Date of next meeting  
4.00 pm, on Tuesday, 15 May 2018**

**Confirmed as a true record**

..... (Chair)

**SOUTH BANK ENGINEERING UTC LOCAL GOVERNING BODY - WEDNESDAY, 7 MARCH 2018  
ACTION SHEET**

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Officer</b>	<b>Action Status</b>
4.	Matters arising	The chair confirmed that a self-assessment form is being organised and would update the LGB as soon as it becomes available	Rao Bhamidimarri	on agenda
5.	Principal's Report	The LGB requested that the Principal should prepare proposal & employers' commitment and circulate, and if the governors are happy, it would then be presented to the next SBA Board meeting  The CEO to look into the possibility of registering both the UTC and UAE with Aimhigher	Dan Cundy  Rao Bhamidimarri	Verbal update  To do
8.	Finance management report	Natalie Ferer confirmed to the LGB that the accounts is being prepared and would be ready in two weeks and be circulated	Natalie Ferer	on agenda
10.	Governors visit	The LGB requested that Sarah Gordon should prepare her governor visit report and circulate before the next LGB meeting of 15 May 2018	Sarah Gordon	on agenda
11.	Update from MAT	The CEO would update the LGB on his future and SBA new structure after the SBA Board meeting on 22 March 2018	Rao Bhamidimarri	To do

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## Principal's report to governors.

Dan Cundy. 8<sup>th</sup> May 2018

### Executive Summary

Quality of teaching, learning and assessment is good overall and improving but remains fragile due to the high proportion of inexperienced teaching staff. Good practice is shared increasingly well and CPD is effective. Employer partnerships and the focus on employability remain a real strength of the UTC. Increased capacity generated recently for example through trust-funded tutors supporting exam preparation, is effective. Conduct is good overall, with systems working well although with a more challenging cohort this year and larger group sizes necessitating SEN and pastoral input. Attendance is improving but is not yet good enough, especially in the 6<sup>th</sup> form. Lateness remains a concern amongst some students. Pastoral care, guidance and support works well with external CEIAG useful.

Outcomes for students are good overall with strong performance in many subject areas and amongst key groups. Particular focus is being given now on Year 11 and 13 outcomes. Individualised support in place through intervention based on data analysis. Leadership and management is good: safeguarding actions were immediately put in place following scheduled DfE review. The curriculum is appropriate and working well despite some BTEC framework challenges. High expectations are evident throughout and a positive culture linked to vision is clearly articulated. Governance is robust: challenge and support is provided. Useful and positive feedback was generated by Judicium and DfE spring term review visits. Student application numbers are tracking slightly above 2017-18 with Year 12 oversubscribed and Year 10 likely to yield two large groups.

### Contents

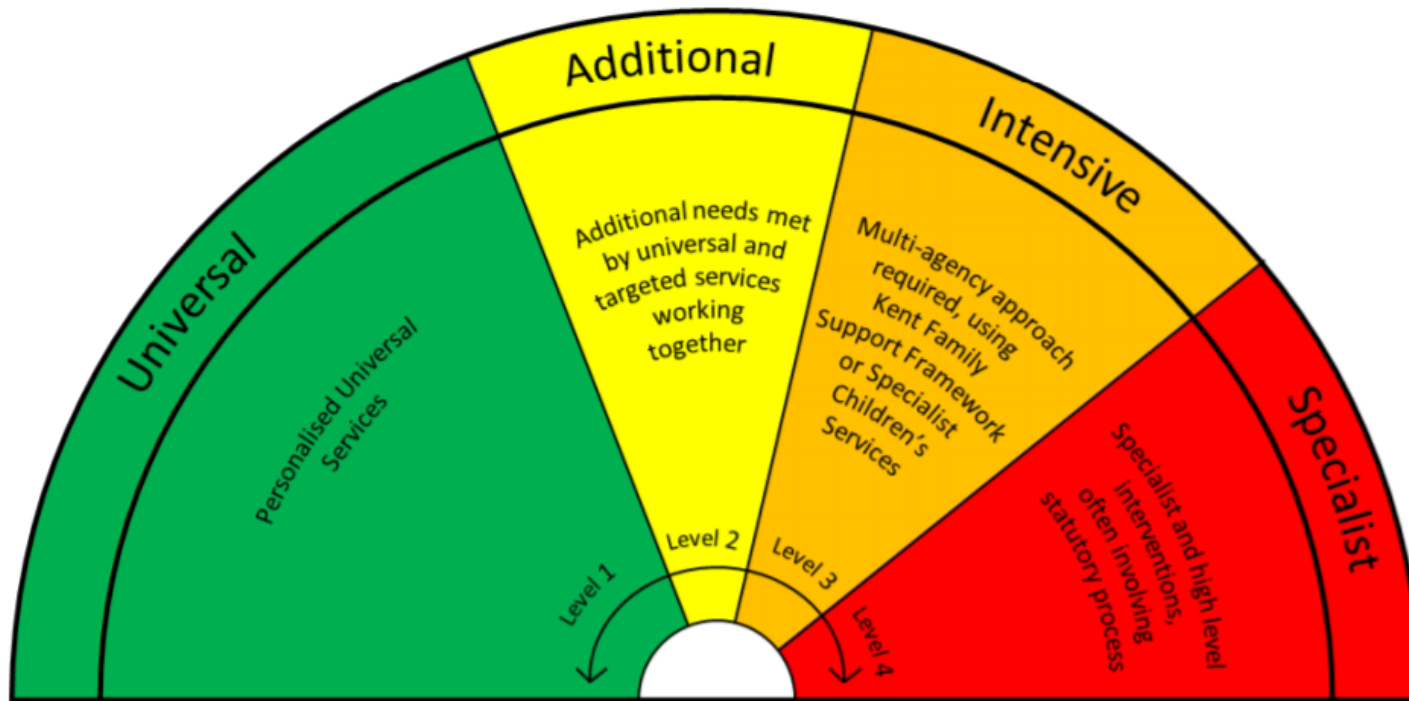
- Safeguarding
- Notes from external review visits
- Quality of Teaching & Learning

- Personal Development, Behaviour and Welfare
- Learner Outcomes
- Effectiveness of Leadership & Management
- Student applications

## Safeguarding

### Guidance

Safeguarding cases are assessed ('triaged') by the DSL as one of four levels, with response and intervention dependent on level:



Systems for safeguarding students are strong. A DfE-led review identified a number of areas for urgent action which were remedied quickly. These included strengthening systems for vulnerable students, students with medical needs and for monitoring attendance. Since then, a Lambeth audit took place successfully, as did the Term 5 DfE visit and Judicium 'Mock Ofsted' visit. The single central register is regularly updated with vetting checks complete including Section 128 checks on school leaders. The site is secure, with visitor entry controlled. Potential safeguarding issues are assessed and dealt with appropriately and quickly by the pastoral team and the Designated Safeguarding Lead, Kam Bains. Training has been completed for DSL levels 2 and 3 by both pastoral managers as deputy DSLs. Staff personnel files are updated and stored securely, with second references in place for all staff.

A new recording system hosted online, CPOMS, has been installed to facilitate recording and reporting. Additional training for drugs awareness is being planned, but training in line with statutory requirements has taken place for all staff including KCSIE Part 1 and Prevent training. A central record of safeguarding concerns has been recorded and all safeguarding reports have been dealt with appropriately and decisively, involving outside agencies where appropriate.

A fire safety audit has been completed in the new building with the overall risk rated at Medium, in line with other schools. Action points have been identified and have been addressed where possible with the assistance of the builders. There have been no accidents or injuries on site. Issues with the site which may constitute H&S risks are quickly flagged to the admin team who work with B&K to rectify quickly. The Principal has been working with LSBU Estates team to highlight potential compliance issues and to advise on the capacity required locally and outsourced to ensure efficient and safe operations in the buildings.

#### **Current Safeguarding Profile**

1 student is on Child Protection Plans (tier 4) and case conference was attended by DSL in March 2018, next conference May 2018

1 student is on a Child in Need Plan (tier 3) and a case conference was attended by DSL in April 2018, next conference May 2018

1 student has been moved from a Child Protection Plan to a Child in Need plan.

4 students are at tier 1 and are being support by the school and other agencies.

1 student was referred to social care and MARF raised in conjunction with other agencies. This referral was accepted by the Social Care team in May 2018.

## Safeguarding Report to Governors, Half Term 5

### Recruitment and training;

DSL attended training on Gangs and Youth Violence run by LSCB

Whole staff CPD was held on Gangs and Youth Violence

A new system for reporting and recording safeguarding concerns is now installed and running on the network. It is an online software system called CPOMS and alerts appropriate safeguarding staff to any issues. All staff have had basic training on how to log concerns.

Pastoral staff have had training with the Patrick Ackason from the Lambeth Education Welfare Service regarding attendance monitoring.

DfE visit commented on the effectiveness of safeguarding procedures and the planned improvements such as CPOMS in March 2018.

There is one remaining action from the safeguarding audit which is related to the collection of medical forms by the visiting school nurse.

The mock ofsted in March found that safeguarding was thorough and that students and staff were aware of the procedures.

### Child Protection & Safeguarding Data;

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	HT1	HT2	HT3	HT4	HT5	HT6	CUMULATIVE	TREND ↓ ↑
Number of children the school have considered as needing additional support/at risk	8	7	6	6	6		6	
Number of children referred to Children's Social Care	0	0	0	0	1		1	
Number of referrals that were accepted by Children's Social Care	0	0	0	0	1		1	
Number of referrals for which a CAF was recommended	0	0	0	0	0		0	
Number of CAFs running in the school	0	0	0	0	0		0	
Number of racist incidents	0	2	0	0	0		2	
Number of bullying incidents	0	0	0	1	0		1	
Number of homophobic bullying incidents	0	1	0	0	0		1	
Number of PVE concerns	0	0	0	0	0		0	

Number of CSE concerns	0	0	0	0	0	0	0
Number of FGM concerns	0	0	0	0	0	0	0
Number of FM concerns	0	0	0	0	0	0	0

**Children Missing, Exclusions, Off Roll;**

	HT1	HT2	HT3	HT4	HT5	HT6	CUMULATIVE	TREND ↓ ↑
How many children have been permanently excluded this half term?	0	0	0	0	0	0	0	
How many children have been off rolled this half term?	0	0	0	0	0	0	0	
How many have been referred to LA teams as per procedures?	0	0	0	0	0	0	0	
Have pupil files been exchanged with new providers/ LA within 5 days? YES / NO. If yes, how many?	0	0	0	0	0	0	0	
How many bullying incidents were recorded this half term?	0	3	0	1	0	0	4	

**Bullying;**

What type of bullying incidents occurred?	<i>Racist</i>		<i>Homophobic</i>	
	<i>Sexist</i>		<i>Physical</i>	
	<i>Emotional</i>		<i>Cyber</i>	Anxiety and fainting

	<i>Psychological</i>		<i>Other</i>	
What actions were taken to support the victim?	<i>Referred to Pastoral Manager</i>	Yes	<i>Listened to</i>	<i>Self-referral and email sent by mother</i>
	<i>Spoken to</i>	yes	<i>Mentoring</i>	Student spoken to by KS4 Pastoral Manager
	<i>Mediation</i>	no	<i>Isolation</i>	Mediation has been completed on an incident in the past.
	<i>Contact Parents</i>	yes	<i>Central Record</i>	Parents do not want us to talk to the perpetrator on this instant but would like us to monitor

## Notes from external review visits.

### Headline Notes Following Review by Judicium, March 2018 ('Mock Ofsted')

#### Strengths:

- The school has established good processes and procedures that result in a school that runs smoothly and calmly.
- Behaviour for learning is good, students were learning and engaged in all the lessons observed.
- The curriculum is fit for purpose and adjusted according to the needs of the students on a regular basis.
- The school leadership team are managing tight resources to the best advantage.
- Students are happy and relaxed; they are appreciative of the opportunities the school is offering to them.
- Careers advice in the school is excellent
- Employer engagement in STEM subjects is excellent; students are being offered opportunities to advance their career prospects as they learn.
- Governance is strong, governors challenge the leadership team and understand the priorities currently facing the school

- Safeguarding is fully compliant

#### Areas for Improvement

- A marking and assessment policy must be agreed by the school leaders and then implemented consistently across the school. **Response: closer scrutiny of books through regular 'book looks' as well as observations and learning walks. Still inconsistent and a key area of focus, especially how to evidence marking and feedback in portfolio subjects.**
- Book scrutiny must be carried out regularly to ensure all teachers are marking regularly and giving feedback to students that supports them to move forward with their learning. **Response: as above. Most recent observation data indicates in the vast majority of lessons that students are aware of their current and target grades and are given feedback useful in supporting them improve.**
- Senior leaders must implement a robust CPD programme for unqualified teachers and NQTs. **Response: in place, led by the Principal. More time in Summer II will enable further work such as peer observations and learning trios to take place.**
- Attendance must be closely monitored; the school should be aiming to achieve the national average for attendance. Techniques such as home visits and fining should be implemented where appropriate. **Response: There is close monitoring of attendance, especially persistent absentees/latecomers. Close work with Lambeth to support as well as firm sanctions at UTC level.**

#### Headline notes from DfE Term 5 review, April 2018

“Further progress has been made to establish the UTC. The students and staff have settled into the new building and it has a positive ethos and atmosphere. Students are meeting the high expectations of behaviour and movement in the new building. Safeguarding procedures, systems and protocols are now effective and safeguarding seems secure.

In its fifth term there is evidence of improvement in the quality of teaching and learning evidenced by a recent QTL review from an external consultant who is also an Ofsted Inspector.”

Next steps:

#### 1. UTC Recruitment and Viability

Numbers so far indicate a similar intake to last year. This limits the UTC in terms of budget and opportunity to expand its offer and provision. There is a greater need to press sponsors and employers for a range of support in relation to marketing and publicity using their existing facilities. Leaders are using

transport routes to plan marketing. Leaders identified that a huge amount of leadership time is taken, equivalent to a full time role between the 3 SLT members; the Trust must ensure that UTC leadership capacity is not overstretched, particularly given the small size of the MAT and the departure of the Trust's current CEO in the summer. A number of activities have been launched and strengthened with the intention to do a few things very well. The balance of opportunity/cost is a challenge. The UTC and the Trust need to take a more proactive approach to the recruitment of girls as this would bring a better balance to the UTC and would increase numbers. **Response: significant marketing push including targeted mailing, Facebook and Google Adwords; referral scheme and discrete push on pre-apprenticeship route. Time commitment from SLT for interviewing to secure commitment from applicants. Push for presence at school events. Student marketing team and range of events publicised. Local press activity.**

## **2. Strategy to deliver the vision and self-evaluation to monitor progress**

Self-evaluation is becoming more robust with effective layout and evidence. It now needs to be more evaluative and reference evidence more effectively. The SEF's Next Steps need to have precise, realistic and sometimes numerical targets to deepen leaders' understanding about what needs to be done to achieve them. Improvement planning should then reflect the delivery of those next steps and give clarity about the operational delivery. The plan continues to need a sharper focus on accountability in readiness for Ofsted. Goals should be related to the national averages and the stretch targets beyond that. A summary plan with key priorities for rapid improvement with progress milestones would enable governors to keep a tight track of how well the UTC is doing against its KPIs and better hold leader accountable. Student safety, welfare and development are now appropriately included in the Improvement Plan. Evidence of how the LGB is supporting improvement needs to be clear in the minutes, demonstrating their impact on student outcomes. With the Trust, longer term strategic development planning for the future of the UTC is needed for the next 5 to 10 years in relation to recruitment and viability, curriculum development and apprenticeship delivery. Visiting other established UTCs may support the thinking needed for Southbank UTC's particular offer. **Response: SEF to be updated with more comprehensive, data-driven format. SEF to feed in to next iteration of Improvement Plan. Summary Improvement Plan over one page to be created and updated. Work with Trust ongoing to ensure evidence of challenge in meeting minutes. Work with Trust ongoing to explore medium-term options.**

## **3. QTL**

The positive external review of QTL verified the Senior Team's QTL judgements as good overall although the potential fragility and vulnerability of some teaching was identified as areas for improvement. The quality of marking was seen as variable and also an area for improvement. Students were clear that in some subjects marking was excellent and in others it was not. Their learning was best developed through good marking and feedback and there is clearly very strong practice in the UTC. This needs to be used to gain consistency, bringing everyone up to the highest standard so that students' learning flourishes. Compliance checking and management action should be considered to gain consistency. **Response: Agree with judgements on quality but fragility; variability of marking. Director of English and Development position to support in this area.**



## Quality of teaching, learning and assessment

### Quality of teaching

Observations of teaching are structured half termly. Feedback is given to teachers in order to support their development and improvement, with targeted CPD in place on identified issues, such as stretch and challenge or SEN provision. Internally, observations are graded, with the cumulative total below:

#### UTC

#### Teaching Observations

	Half Term						Total	Percentage
	1	2	3	4	5	6		
<b>Outstanding</b>	6	5	5	5	0	0	<b>21</b>	<b>32%</b>
<b>Good</b>	8	8	9	10	0	0	<b>35</b>	<b>54%</b>
<b>Requires Improvement</b>	2	2	1	2	0	0	<b>7</b>	<b>11%</b>
<b>Poor</b>	0	1	1	0	0	0	<b>2</b>	<b>3%</b>
<b>Total</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>65</b>	

The cumulative proportion of lessons at least Good stands at 86%, a 2% increase on the previous total. Of the lessons observed as not yet good, two staff are involved. One is unqualified and one is newly qualified. This beginner teacher is unlikely to be part of the teaching team next year. Close line management of departments and individual teaching staff is working well. Large teaching allocations and a long working day limit potential to undertake certain training – this will be mitigated by the revised UTC day from 1<sup>st</sup> July. External training has been used well with links to UAE (SEND), Dunraven (science and maths), Ashcroft (engineering) as well as external training providers including exam boards has developed expertise in-house.

CPD takes place each Monday to support continued improvement in T&L. A Beginner Teacher group operates under the Principal's leadership weekly to explore and share good practice: this is working well and will develop further using gained time in Summer term 2. A weekly T&L Briefing takes place with staff sharing good practice: this too is working well and encouraging peer-to-peer development. These engagements cumulatively mean high quality, personalised and contextualised development for all staff to increase expertise and capacity. A lack of time to innovate and consolidate has been identified with a reduced teaching day from July 2018 mitigating this.

The most able students are extended through the Brilliant Club programme, led by Russell Group university students with selected Year 10 and Year 12 students. This has now concluded with the successful graduates being invited to a graduation ceremony in June at SOAS. However challenges remain around stretching the most able across all subject areas: differentiation is an area of focus, particularly with large class sizes in Year 10.

A budget for external tuition has been agreed at trust level. This has been put to effective use in three key ways:

1. External tutors in English, maths and sciences for GCSE and A level. This is working well overall
2. Additional Yipiyap tuition, supporting small group withdrawal for Year 11 and in-class support for Year 13
3. Wider initiatives aimed at promoting wellbeing and student welfare, with a breakfast provided free of charge for Year 11 and 13 students

### **Assessment**

Regular assessment is taking place in the classroom to ensure an accurate picture of student performance is maintained. All student books have students' current and target grades appended. Professional Prediction data is collected termly and analysed centrally both in-house and through Redborne Upper School as part of a BDT contract. Using this data, subject teachers are able to plan and action intervention, with a particular priority on Year 11 students. Intervention sheets are collated and tracked centrally.

Focus remains on ensuring the accuracy and validity of assessments: BTEC assignment marking has been approved in engineering. Both English teachers are examiners for their boards. In maths and science collaborative work and moderation has taken place to benchmark assessment data to good effect.

Marking and feedback is an ongoing area of focus. In some subjects and amongst some staff marking and feedback is exemplary while in others it is inconsistent. Most recent observation data however tells us that students believe they receive feedback such that they know where they are, where they need to be and how to improve. Further work is ongoing in evidencing marking and feedback in portfolio subjects, such as engineering and computer science, where work is often stored electronically.

## **Personal development, behaviour and welfare**

### **Conduct and attendance**

Conduct is good at the UTC. Systems are operating effectively and consistently. The use of positives and negatives in the MIS, together with regular and published competitions, is working well, and has been adapted recently to give more visibility to Year 12 and 13 achievement. 7152 positives have been issued by staff against 2543 negatives at a ratio of 2.8 positives for each negative. This is close to the internal target of 3:1. Feedback to parents yields impact. The more challenging students are actively and effectively managed and serious poor conduct are rare. Students feel safe. Bullying is rare.

Homophobic and racist incidents are very rare. The most common conduct-related issues are pockets of disengagement and off-task behaviour by some Year 10 and 12 students, along with persistent low-level conduct issues in some lessons. This is exacerbated by a wide ability range, very large class sizes and weak habits of learning from previous schools amongst Year 10 students. This is being addressed by splitting this cohort into three teaching groups as they head into Year 11, with more setting by ability planned on the timetable. Pastoral managers work effectively to respond to issues and concerns, and are aiming to work more effectively in preventative work including offering counselling to key students. Student-led mentoring of some Year 10 students has worked extremely effectively. Where there are significant conduct issues, they are dealt with firmly and promptly. As a consequence there have been a number of fixed term exclusions this academic year, although no permanent exclusions. Disregarding one very challenging Year 10 student who is no longer on roll the UTC has excluded on 36 occasions for a total of 57 days split between 26 students, with an average length of 1.58 days. The most common reason was for defiance towards staff. 15% of exclusions were female against 22% girls on roll at the UTC, meaning boys are proportionately excluded more often than girls. 30% were disadvantaged, again below the proportion on roll and 8% are SEND against 15% on roll.

Internal suspension is used judiciously for four main reasons

1. As an alternative to a fixed term external exclusion for some persistent or fairly serious offences
2. As a 'cooling off' space following an incident
3. As an alternative learning space for students unable to enter the taught curriculum eg for not wearing correct dress code
4. As a reintegration and reflection space to conduct work to ensure repeat offences are kept to a minimum.

By far the most common cause of referral is for persistent lateness, which remains a focus at the UTC.

### **Personal study**

Year 13 personal study works effectively, as it did last academic year, with students semi-supervised on second floor spaces. Year 12 personal study however has proven challenging at times, with some damage and unprofessional conduct experienced, especially when students are not directly supervised. Supervision is logistically challenging given the low staff numbers and heavy workload. A new system for Year 12 personal study is currently in revision, with an additional personal study space with computer access coming on stream. There remain isolated issues with poor conduct from a small number of Year 12 students in personal study when not directly supervised. Internal CCTV is being installed to assist as students' request.

## Attendance

Attendance figures for Year 10 and 11 are reported to the DfE. Attendance stands at 94% to the end of Spring term 2, matching 2016-17 data.

Year %	Cohort size	2017-18	Cohort size	2016-17
10	53	94.3%	36	94.2%
11	33	93.6%	0	

Ethnicity %	Cohort size	2017-18	Cohort size	2016-17
BAFR	16	86.9%	8	97.9%
BCRB	32	94.0%	13	92.9%
WBRI	7	92.9%	4	80.6%

LAC %	Cohort size	2017-18	Cohort size	2016-17
N	85	94.1%	36	93.6%
Y	1	95.5%	0	

Gender %	Cohort size	2017-18	Cohort size	2016-17
Female	20	92.4%	6	88.5%
Male	66	94.6%	30	94.6%

Pupil Prem %	Cohort size	2017-18	Cohort size	2016-17
N	49	93.4%	19	94.6%
Y	37	95%	17	92.5%

G&T %	Cohort size	2017-18	Cohort size	2016-17
N	78	93.6%	32	93.1%
Y	8	98.1%	4	97.4%

UTC attendance target = >95%

UTC punctuality target = <3%

	Cohort size	2017-18	Cohort size	2016-17
Overall %	86	94.0%	36	94%
Punct %	86	6.0%	36	7.0%

SEN %	Cohort size	2017-18	Cohort size	2016-17
N	58	94.0%	27	94.9%
Y	25	94.0%	9	89.7%
EHCP	3	95.0%	0	

**KEY**

Below target

Close to target

Above target

The UTC is not yet reaching its target of 95% although the figure is in line with the national average for Years 10 and 11 (94.3%). The attendance of girls is worse than that of boys. Black African attendance is lower than other groups. A small number of students are exerting a considerable skew on the figures: for example a Black African girl has been on long-term sick for a number of weeks, which distorts the overall figures as each student is worth over 1%.

Lateness remains a key challenge for the UTC with a significant number of students arriving persistently late to the UTC in the mornings, usually by a maximum of ten minutes. Stronger sanctions is in place for lateness since January 2018: for every ten lates, parents are summoned to the UTC for a meeting, with the student placed in internal suspension for the day and with their WiFi access removed. This system is working better although lateness remains a concern.

**Pastoral care**

The coaching programme continues to work well with a centrally designed and consistently delivered range of activities. These comprise assemblies, league table presentations, literacy, numeracy and critical thinking. Consistency and reinforcement of professional expectations and values are powerful and impactful.

Pastoral management is effective overall with the team increasing in expertise and experience. The capacity offered by the team is effective in responding to incidents and increasingly in supporting with counselling and other preventative work as well as with careers and projects. Good relationships exist between the team and students and families. A focus area for the next academic year is to increase the involvement of coaches in more elements of pastoral care, thereby creating capacity at management level for more strategic inputs.

**Careers**

A range of strategies and initiatives have been put in place, all very successful. These include regular careers talks, mentoring, mock interviews, UCAS workshops, work experience, site visits, assemblies and formal, expert careers advice.

## **Student voice**

Student voice systems are operating successfully this year with two main systems. Every coaching group has a Student Council Rep, with fortnightly meetings with the Principal and pastoral management team to hear and act on student feedback. Student Council budgets are controlled by the reps, with spending linking students to a sense of responsibility and community pride.

The Senior Student team has also been working well. Recent activity has focused on creating mentoring opportunities, service with the local elderly population and a table tennis tournament. Further competitions and service activities are planned.

## **Outcomes for children and learners**

### **Learning areas report**

#### **English**

Consistently outstanding teaching. Effective work to drive progress especially in Year 11 with additional withdrawal groups and booster sessions ongoing, and frequent work on examination technique. Use of competition and public league tables. Year 10 set by ability for some lessons each week to assist differentiation. Year 12 re-take group improving. TA and Yipiyap working well. A level English on offer for 2018.

#### **Maths**

Stronger teaching than ever although training need for newest recruit in Key Stage 5 required, and NQT involved in Beginner Teacher group. Additional small group withdrawal for Year 11 weakest students has been created and is working well. Yipiyap and TA working very effectively. Core maths Year 12 and 13 stronger now with prognosis positive for A level outcomes.

#### **Science**

Much greater range and quality of practical science with required practicals completed. Teaching broadly good, although inconsistent lead teacher and absence of lead teacher an issue. Specialist teaching at GCSE working effectively. A level going well although issues with student absence (pregnancy and mental health). Technician support effective. Replacement staff recruited in physics and chemistry for September.

#### **Engineering**

Business course now complete; additional teaching capacity has been impactful in this area. Support from exam board for Smart Product Design has been useful. Examinations for BTEC at Level 2 and 3 have started: very positive so far. More workshop activity appreciated by students although Year 10 class

sizes are too large for meaningful workshop experiences: groups to be split for Year 11 into three. Projects working well. Study leave imminent for many groups. Strategic development of new courses for September including NCFE pre-apprenticeship route ongoing.

### **Computer science**

Teachers both part-time – tricky to organise peer developmental work. Teaching broadly good although inexperienced teacher inconsistent. Resourcing good. National scandal has removed coursework component from GCSE which will impact our learners by putting more pressure on final examination. A level content challenging with mixed ability Year 13 group and issues with coursework completion. Small class size in Year 12 with positive prognosis on results.

### **CPD**

Year 10 working towards Preparation for Working Life short course GCSE with coursework marked and examination imminent. Year 11 and 12 content linked to current themes in line with UTC mission and values; Year 12 with pre-university input from LSBU, going well. Year 13 course now complete in the run-in to exams.

### **Achievement and progress**

Year 11 is the primary area of focus. Through BDT, we have recently received a full data analysis package from Redborne Upper School, outlining Attainment 8 and Progress 8 comparators based on most recent professional prediction data. This is very positive, assuming the data entered by subject teachers is accurate. Key reports are below:

1. Progress 8. This indicates a likely Progress 8 score of +0.36. This would place it in the top 19% of schools nationally; a very strong outcome given that the UTC has had influence over students' learning in only two of the five years of Progress 8. Evident is variable value added by group, with low and middle prior attainers performing more strongly than the more able students. Note that Progress 8 is calculated based on those students with Key Stage 2 scores: two home-educated and one overseas student will not score despite making strong progress.

## South Bank Engineering UTC

Trends over time: Year 11 - 1, Exam Year: 2018



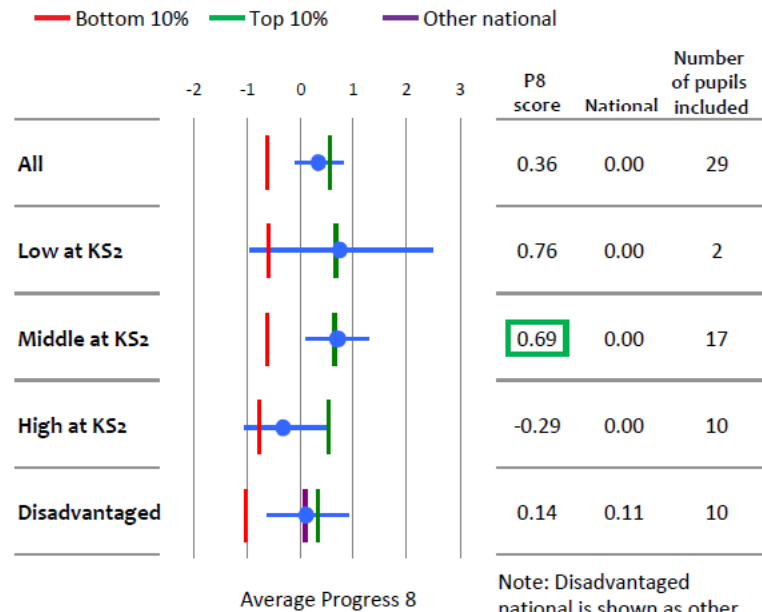
Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)

	Overall					English P8 element					Mathematics P8 element					Open P8 element												
	Bottom 20%		Top 20%			Bottom 20%		Top 20%			Bottom 20%		Top 20%			Bottom 20%		Top 20%										
	Year	Cohort	Q5	Q4	Q3	Q2	Q1	Year	Cohort	Q5	Q4	Q3	Q2	Q1	Year	Cohort	Q5	Q4	Q3	Q2	Q1	Year	Cohort	Q5	Q4	Q3	Q2	Q1
All	2018	29					19	2018	29		64				2018	29				32		2018	29				28	
Low at KS2	2018	2					10	2018	2					12	2018	2				36		2018	2				24	
Middle at KS2	2018	17					10	2018	17			47			2018	17				13		2018	17				18	
High at KS2	2018	10		68				2018	10	91					2018	10		77				2018	10		64			
Disadvantaged	2018	10					18	2018	10		61				2018	10				24		2018	10				28	



2. The data on the right indicates the gap between groups and includes disadvantaged students who are on track to score above national levels although below their peers at the UTC. Low and middle ability students are predicted to perform exceptionally well.

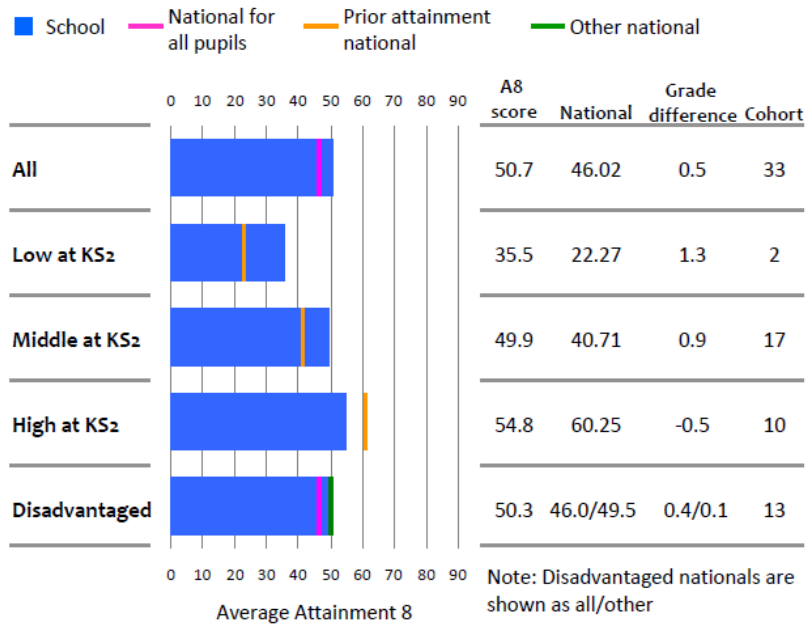
### Overall Progress 8



Significantly below national and in bottom 10%

Significantly above national and in top 10%

### Overall Attainment 8



3. The data on the left indicates Attainment 8 scores: predicted at 50.7 on average against 46 nationally. Again high prior attainers are proportionately underperforming their peers nationally although scoring well in absolute terms. Disadvantaged students are scoring well.

Year 13 data is positive according to the most recent data collection based on professional predictions. A large teaching allocation and small class sizes assist with A levels, and students are using personal study effectively.

All A levels are predicting 100% pass (E+) rate, with all subjects other than physics at least on target for higher grades.

Engineering is positive albeit with one student potentially missing out on the Extended Diploma due to bereavement absence. Staff are working with individual Sub Dip students to ensure a greater proportion reach the highest grades.

Prev data	Min exp target	Spring 2 prof pred	Spring 2 2018 diff to PP target
Maths A A*-E %	100%	100%	0
Maths A A*-C	61	79	18
Maths A A*-A	4	18	14
Chemistry A A*-E	100	100	0
Chemistry A A*-C	67	67	0
Chemistry A A*-A	0	0	0
Biology A A*-E	100	100	0
Biology A A*-C	67	67	0
Biology A A*-A	0	33	33
Physics A A*-E	100	100	0
Physics A A*-C	60	53	-7
Physics A A*-A	7	0	-7
Computing A A*-E	100	100	0
Computing A A*-C	50	55	5
Computing A A*-A	0	0	0
	Min exp target	Spring 2 prof pred	Spring 2 2018 diff to PP target
Engineering Ext Dip PPP+	100	95	-5
Engineering Ext Dip MMM+	100	91	-9
Engineering Ext Dip DDD+	33	48	15
Engineering Sub Dip P+	100	100	0
Engineering Sub Dip M+	100	86	-14
Engineering Sub Dip D+	78	68	-10

<b>Year 10 - 2019</b>	Spring 2 2018 professional prediction	End of course target	PP Difference to target
Attainment 8 overall average			
Progress 8 overall average			
English average grade	4.3	4.3	0
Maths average grade	4.2	4.4	-0.2
Science average grade	4.5	3.9	0.6
Computing ave grade	3.4	3.8	-0.4
Engineering Business ave grade	4.7	4.3	0.4
Engineering First ave grade	4.9	4.2	0.7
English 4+%	77%	74%	3%
English 5+ %	36%	40%	-4%
Maths 4+%	74%	68%	6%
Maths 5+ %	36%	45%	-9%
Science 4+%	74%	64%	10%
Science 5+ %	51%	24%	27%
Computing 4+%	38%	55%	-17%
Computing 5+ %	11%	21%	-10%
First Engineering Pass+ % (reported as Grades 1-4)	100%	100%	0%
First Engineering Merit+ % (Grades 5-6)	56%	34%	22%
First Engineering Distinction+ % (Grades 7-9)	12%	6%	6%
Business Engineering Pass+ % (reported as Grades 1-4)	100%	100%	0%
Business Engineering Merit+ % (Grades 5-6)	57%	36%	21%
Business Engineering Distinction+ % (Grades 7-9)	8%	4%	4%
Basics indicator (5+ in English and maths)			

Year 10 are a weaker year group than Year 11 on average, with a wider ability spread and larger class sizes currently. A different target-setting methodology is used, derived from CATS tests rather than KS2 data. This is in line with other UTCs and is supported by the DfE and Ofsted.

Overall Attainment 8 data is to be published, but by subject performance is close to target overall; stronger in specialisms and science, weakest in computer science.

The proportion of students predicted to pass (4+) English and maths is above target while slightly below at strong pass (5+). Attention is being paid to computer science, where weak prior expertise of students is a factor.

	Min exp target	Spring 2 prof pred	Spring 2 2018 diff to PP target
Maths A A*-E %		100%	0
Maths A A*-C		100	0
Maths A A*-A		25	17
Further Maths A A*-E %	100	100	0
Further Maths A A*-C	100	100	0
Further Maths A A*-A	33	33	0
Chemistry A A*-E	100	100	0
Chemistry A A*-C	100	80	-20
Chemistry A A*-A	20	0	-20
Physics A A*-E	100	100	0
Physics A A*-C	100	75	-25
Physics A A*-A	67	25	-42
Computing A A*-E	100	100	0
Computing A A*-C	100	100	0
Computing A A*-A	0	0	0
	Min exp target	Spring 2 prof pred	Spring 2 2018 diff to PP target
Engineering Ext Dip PPF	100	100	0
Engineering Ext Dip MN	100	75	-25
Engineering Ext Dip DD	91	31	-60
Engineering Sub Dip P+	100	100	0
Engineering Sub Dip M-	100	100	0
Engineering Sub Dip D+	100	100	0

Year 12 data is looking positive in terms of A level pass rate (E+). Focus is placed on predictions currently below target at higher grades, especially in chemistry and physics.

The Sub Dip engineering course at level 3 is performing exceptionally well, with all students on track to achieve Distinction grades. The technical route QCF course is more cautious currently, with all students predicted to pass but higher grades being hindered currently by students missing coursework deadlines. A focus of Summer 2 is to increase time in engineering for Year 12 to catch up with missed work; additional computers in personal study will assist too.

# Effectiveness of leadership and management

## Staffing

Staffing is relatively stable although with some recruitment required. It is possible that there will be further resignations before the end of the academic year: teaching staff are required to give notice before May 31<sup>st</sup> while non-teaching staff are required to give one month's notice.

Replacements acquired for September:

- Physics teacher: experienced, USA trained and qualified specialist teacher.
- Chemistry teacher (0.6 FTE): experienced, UK trained and qualified specialist teacher.
- Engineering teacher: UK qualified engineer with teaching experience in FE although not in specialism. TA experience at UTC.

Replacements sought for September:

- Engineering teacher: preferably experienced. Recruitment ongoing. This is a challenging position to recruit to with options being pursued.

-Teaching Assistants – English and SEN

Permanent position to be recruited to:

- Front Desk Officer, comprising Attendance function. Recruitment ongoing – 150 expressions of interest through Indeed.com

Permanent position recruited to:

- Assistant Vice Principal: Interim role made substantive following process

New roles to be recruited to:

- Site Manager
- Operations Manager (to be confirmed)

Internal promoted position recruited to:

- Director of English and Development. This role has been created to increase the UTC's ability to innovate in teaching and learning, in particular in areas of staff CPD and sharing good practice, as well as improving marking and assessment. The role comprises oversight of the development of cross-curricular themes including literacy, numeracy and employability.

At the time of writing the budget is being composed and financial parameters clarified based on estimated student numbers. This will determine final decisions with regard to potential additional support staff in the form of specialist teaching assistants.

## Leadership and management

The vision and values continue to be articulated effectively and consistently, giving the UTC a unique and valuable proposition. Staff morale remains good; relationships are positive and professional. The UTC is well managed although lacking in capacity in key areas. Systems operate effectively, and are stronger in certain areas since actions following a DfE safeguarding review. Leaders understand the strengths and areas for development at the UTC, and these are triangulated against external verification from mock Ofsted, DfE and Lambeth reviews.

Line management and performance management works effectively, albeit with a shortage of time, with staff well-supported against clear job descriptions and targets. Mid-session reviews and probationary period reviews have taken place, with two weaker staff to be moved on from their current roles. The revised UTC day is planned for 2018-19 onwards and will be trialled in July. With shorter, more focused lessons and an earlier dismissal time, it will enable more flexible time at the end of the day for interventions or other management activity to enhance capacity and drive student achievement.

The curriculum is appropriate for the aspirations of learners, the vision of the UTC, to ensure cost-effectiveness and to meet accountability measures. The completed curriculum review for 2018-19 has been undertaken and is now feeding in to staffing models, timetabling and financial planning. A key consideration is for 2018-19 to be a year of consolidation and refinement in preparation for Ofsted and further growth in student numbers as well as other strategic considerations. A new pre-apprenticeship level 2 course has been planned and is in the process of being marketed with discrete and powerful messaging: this is likely to yield a full group in the next academic year.

British values are actively promoted through a positive culture in the UTC in line with its vision and values. The pastoral programme is strong in support of this and other cross-curricular theme development including literacy, numeracy, employability and critical thinking.

Governance is evolving, with a review feeding into a refined structure at LGB and trust level. Governors are well-trained and aware of issues nationally and locally which impact on the UTC. Governors are involved in holding leaders to account for performance and do so within a climate of positivity and challenge although a focus area is on how to evidence this both in meeting minutes and in write-ups from visits.

The UTC's improvement plan continues to be updated along with the self-evaluation form (SEF). This is used to inform the structure of SLT meetings, which are efficient and effective. A strategic priority remains to develop the capability and capacity of middle leaders, although a newly-created Director of English and Development will assist in this area. Dialogue is underway with the trust with regard to medium-term strategic planning, especially in relation to entry points and curriculum decisions.

A new Management Information System (MIS), SIMS is being introduced for September, with training in May and June for key users. This will harmonise with UAE and will enable more efficient data analysis to take place. Additional ICT management software is being purchased to give finer control over students' rights and permissions.

## Student applications

**Year 10:** 50 current applications. Forecast additional 10 applications minus attrition factor = forecast 52 students in September 2018.

**Year 11:** 54 on roll currently, forecast 54 students.

**Year 12:** 33 internal applications from Year 11 plus 8 internal from Year 12 level 2 plus 121 external applications = 162. Forecast additional 30 applications minus attrition = forecast 120 students.

**Year 13:** 54 on roll minus attrition = forecast 45 students.

Totals

Year 10        52

Year 11        54

Year 12        120

Year 13        45

**Grand total    271 students based on current forecasts**

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South Bank Academies  
Risk Register - UTC

Area	Risk	Impact description	Probability assessment	Impact assessment	Combined risk level	Mitigating actions	Residual Risk	Owner	Last reviewed	Date for next review	Status	Change	Explanation of change
Compliance	Inadequate level of expertise and challenge on Local Governing Body leading to ineffective local governance.	Failure to achieve mission and objectives of the School/Trust. Poor decision making and information flow. Ofsted outcomes below good.	1	3	3	Appropriate recruitment process for governors. Representation of the Trust on local governing bodies. Annual review of local governing bodies including skills audit. Training as required. Minutes to accurately represent challenge.	3	Trust Board/Chair of LGB	Apr-18	Jul-18	Open	→	N/A
Compliance	UTC not ready for GDPR requirements coming into force on May 25th	Potential fines for non-compliance	2	2	4	Online training undertaken by SLT; audit taking place internally; securing services of external Data Controller	4	Trust	May-18	Jul-18	Open	New	
Compliance	Serious breach of health & safety regulation or disability legislation occurs	Risk of litigation and Reputational risk.	1	3	3	Policies and procedures consistent with relevant legislation. Independent audit on Health and Safety and Policies. Regular reports to the board. Adequate insurance cover. Site supervisor to be appointed.	3	Principal	Apr-18	Jul-18	Open	→	N/A
Safeguarding	Safeguarding incident at the UTC.	Risk to reputation locally and nationally, DfE, Ofsted and HSE intervention depending on seriousness of the event.	2	3	6	DSL fully trained and on SLT/ two deputy DSLs fully trained. Audit recommendations (DfE and Lambeth) in place. All staff and governors are given safeguarding and prevent training. Network monitoring to be introduced.	9	Principal	Apr-18	Jul-18	Open	↓	Safeguarding systems and procedures tighter following DfE review; subsequent DfE monitoring and Lambeth audit positive.
Finance	Changes to Funding via Government policy	Potential loss in income and threat to viability. Withdrawal of Transitional Funding. Fair Funding Formula impacts.	2	3	6	Strategic engagement with DfE and ESFA. Monitoring of Government policy, Long term forecasts monitored by LGB, Financial expertise at Operational and Trustee level. Robust system of internal controls.	3	CFO/CEO	Apr-18	Jul-18	Open	↑	Climate of uncertainty with regard to longevity of UTC-specific transitional funding: no announcement post 2019-20. Uncertainty over funding formula change and implementation.

Staffing	Failure to recruit key teaching and support staff posts. Lack of financial resource to fully staff required positions in structure.	Lack of strength in teaching leading to lower than expected outcomes from students. Lack of capacity to sustain improvements in T&L. Lack of leadership capacity. Lack of development of UTC-specific elements. Inadequate Ofsted grading leading to reputational risk.	2	3	6	Thorough recruitment programme with all relevant staff trained, comprehensive professional development. Strong Appraisal system. Competitive remuneration and career development. External validation visits to triangulate leaders' judgements and identify additional needs.	6	Principal	Apr-18	Jul-18	Open	→	N/A
Staffing	Inadequate calibre of teaching and support staff within the UTC.	Inadequate teaching and learning and student support leading to poor student outcomes. Unsatisfactory Ofsted grading leading to poor outcomes.	1	3	6	Strong internal systems; management monitoring and support; staff development programme. Strategies to retain strong staff and move on underperformers	6	Principal	Apr-18	Jul-18	Open	→	N/A
Pupils	Failure to recruit sufficient number of pupils in to Years 10 and/or 12.	Reduction in pupil led income which could lead to T&L, attainment and long term financial problems. Potential damage to the UTCs reputation.	3	3	9	Increase trust and UTC Marketing capacity & delivery and effective admissions processes. Monthly monitoring of student numbers. Work with secondary schools with no post 16 offer.	6	Principal	Apr-18	Jul-18	Open	→	N/A
Pupils	Poor student outcomes.	Poor examination results could cause a reputational and financial risk. Will generate data potentially impacting on Ofsted grading. Detrimental to student futures/careers. UTC's reputation at risk.	2	3	6	Teaching and Learning constantly monitored and reported. Termly attainment reporting sent to management and pupils. Strategic intervention led by data analysis. Principal reports to local governing body. Mock Ofsted inspections and quality assurance visits.	6	Principal	Apr-18	Jul-18	Open	→	N/A
Infrastructure	Land and Buildings are fit for purpose.	Damage to property due to poor maintenance or lack of suitable site staff could cause disruption to business continuity and cause damage to pupils learning and School reputation	2	2	4	Maintenance requirements assessed; planning in place for site support. Adequate budgets for building maintenance are provided. Support from LSBU in place.	3	Principal/Trust Business Manager	Apr-18	Jul-18	Open	↑	Currently good site support through builders during construction phase but no site team on staff; some maintenance issues to be addressed at 12 months from occupation.

<b>Infrastructure</b>	Failure to safeguard UTC assets from theft or damage by third party	Damage to building and assets. Health and safety risk to students and staff. Reputational damage and poor learning outcomes.	2	2	4	UTC has adequate security systems and budgetary allowance for upkeep and maintenance. Asset registers are monitored and audited regularly. Adequate insurance is provided.	6	Principal	Apr-18	Jul-18	Open	↓	In permanent building higher level of security both physical and system-based. Secure by Design entry and exit. Asset register and internal systems.
<b>Reputation</b>	High profile event in the school affects Trust overall	Risk to reputation nationally and locally to the school and the trust.	1	3	3	The UTC has a Critical Incident plan which is regularly assessed listing a delegation of duties in the event of an emergency situation.	3	Principal/CEO	Apr-18	Jul-18	Open	→	N/A

Risk Calculation	Probability		
	1 low	2 medium	3 high
1 low	1	2	3
2 medium	2	4	6
3 high	3	6	9

Key - Areas

- Compliance
- Safeguarding
- Finance
- Staffing
- Pupil Levels
- Infrastructure
- Reputation

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# South Bank Engineering UTC

## South Bank Engineering UTC Improvement Plan 2017-18

### Contents:

1. Executive Summary
2. Strategic Focus Areas
3. **Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context**
4. **Strategic Focus 2 – Recruit, develop and retain excellent staff**
5. **Strategic Focus 3 – Maintain financial sustainability**
6. **Strategic Focus 4 – Foster Strong and Progressive Partnerships**

## 1. Executive Summary

### 1.1. Purpose

The purpose of this document is to enable the leadership group, staff, governors and trustees at South Bank Engineering UTC to be able to plan strategically for improvement. This strategic planning is informed by and linked to South Bank Academies' Towards 2020 strategic plan. Towards 2020 outlines the trust's aspiration to become the leading provider of professional educational opportunities for young people in South London. Its values focus on the development of creativity, professionalism, excellence, inclusivity and collaboration. It has seven key ambitions:

## Our Ambitions

- 1 Our academies and colleges will be outstanding places of learning and personal development for young people in South London communities.
- 2 London South Bank University and employer partners will be integral to the learning and, personal and professional development of our students.
- 3 We will establish two more schools within South London boroughs by 2020 to enhance collaborative learning opportunities for our students.
- 4 We will offer additional certificated education and training opportunities for our students in partnership with the University and industry partners to enhance career opportunities for our students.
- 5 We will have innovative learning environments in our academies and colleges that will promote student led learning with access to state of the art infrastructure.
- 6 We will be the first choice for ambitious students and high achieving staff.
- 7 Our students will be most preferred by universities and employers.

## 1.2. Overview

This document outlines each of the UTC's four main Strategic Focus areas. Under each Strategic Focus area is a series of priorities along with outline Key Performance Indicators (KPIs). Each strategic priority is tied to two targets, set and agreed by governors and the Principal, both at Base and Stretch level. The Stretch target is designed to be highly aspirational.

## 1.3. Summary

The four Strategic Focus areas are

1. Offer an outstanding education with high academic standards in a technical context
2. Recruit, develop and retain excellent staff
3. Maintain financial sustainability
4. Foster strong and progressive partnerships

## 2. Improvement Plan Strategic Focus Areas

This section of the Improvement Plan provides an overview of the key Strategic Targets that have been set and are to be delivered against over the 2017-18 academic year.

Four key Strategic Targets have been set in order to support the progression of South Bank Engineering UTC:

Target	Description
<b>Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context</b>	To be outstanding in our terms we must ensure that all students make strong academic progress and develop a high level of technical understanding and skill. The objective of this outstanding education is to ensure every student has the qualifications, skills and attributes to

	succeed in their chosen pathway, with pathways brokered by the UTC. Student employability, conduct and safeguarding will be excellent.
<b>Strategic Focus 2 – Recruit, develop and retain excellent staff</b>	In order to meet Target 1 the UTC is going to need to build an environment that attracts, challenges, supports, develops and retains very high quality staff. Much work in this area will be focused on linking high effective line management with rigorous performance management and high quality, personalised CPD.
<b>Strategic Focus 3 – Maintain financial sustainability</b>	In order to ensure that Target 1 and 2 can be achieved the UTC must operate in a viable financial climate. This will be a challenge in the national and local context, with the challenge growing over time. Key to the UTC's success here is student recruitment.
<b>Strategic Focus 4 – Foster Strong and Progressive Partnerships</b>	The final target will be focused on building, nurturing and growing strong and progressive partnerships with university, employer, government and third sector organisations both locally and beyond. This will enable the UTC to deliver an innovative, future-focused offer with strong pathways.

### **3. Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context**

#### **3.1. Objectives**

The below outlines the objectives that have been set in order to support achieving Strategic Focus 1 **Offer an outstanding education with high academic standards in a technical context**

1. Achievement of judgement of at least Good in mock Ofsted inspection in each year
2. Through effective teaching and learning, progress is strong: no significant group underperforming the national average, including disadvantaged students
3. The curriculum and timetable more widely are designed to maximise opportunities to develop students' technical skills and capabilities



4. The 6<sup>th</sup> form is excellent

### 3.2. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess UTC progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicators (KPI)	Target Base	Target Stretch
1. Achievement of judgement of at least Good in mock Ofsted inspection in each year	<p>a) Outcomes: National averages for A levels and BTEC Level 3 are exceeded</p> <p>b) Outcomes: The proportion of students making expected and more than expected progress in maths and English is well above national average</p> <p>c) Outcomes: Progress 8 measures are above national levels</p> <p>d) Leadership and management are outstanding</p> <p>e) Personal development, behaviour and welfare are outstanding</p>	<p>-Key Stage 5 results</p> <p>-Progress KS2-4</p> <p>-Progress 8 data</p> <p>-Progress at Key Stage 5</p> <p>-Impact of leadership and management</p> <p>-Student behavior and attendance</p>	<p>-100% A level and BTEC Pass; 10% A*/A/Dist grades</p> <p>-Progress 8 score 0.1</p> <p>-Positive progress measure KS5</p> <p>-95% attendance</p> <p>-Exclusions below national average</p> <p>-Behaviour is consistently good</p>	<p>-100% A level and BTEC Pass; 10% A*/A/Dist grades</p> <p>-Progress 8 score 0.3</p> <p>-KS5 progress in line with top 25%</p> <p>-96% attendance</p> <p>-Exclusions half national average</p> <p>-Behaviour is consistently exemplary</p>
2. Through effective teaching and learning, progress is strong: no	<p>a) Curriculum model is such that students are able to make outstanding progress</p> <p>b) Quality of Teaching is strong, targeted to high levels of</p>	<p>-Assessment data to indicate attainment and progress by group including Pupil Premium</p> <p>-Accuracy of predictions</p> <p>-Impact of interventions</p>	<p>-QoT is habitually good and often excellent</p> <p>-Effective teaching</p>	<p>-QoT is always good and frequently excellent</p>

<p>significant group underperforming the national average, including disadvantaged students</p>	<p>attainment and progress for all learners  c) Baseline, target-setting and assessment are robust and accurate and lead to impactful interventions where needed  d) Pupil Premium and other funding (via PP Strategy) is used effectively to lever progress  e) Projects developed to target specific identified groups (such as White British for example), using internal resources and external partners.</p>	<p><i>-Value for Money (VfM) judgements</i></p>	<p>-Progress exceeds min exp targets for most subjects  -Predictions of outcomes are within 10% of actual for all subjects  -Intervention outcomes such that performance of all key groups within 10% of target  -At least two external partners providing intervention</p>	<p>-Progress exceeds min exp targets in all subjects  -Predictions of outcomes within 5% of actual for all subjects  -Intervention outcomes such that performance of all key groups within 5% of target  -At least three external partners providing intervention</p>
<p>3. The curriculum and timetable more widely are designed to maximise opportunities to develop students' technical skills and capabilities</p>	<p>a) Students are all able to demonstrate the skills and attributes to make them 'employable'  b) Students all demonstrate technical capability in engineering  c) Students all learn technical skills leading to accreditation and qualifications  d) Employer projects cross-fertilise the taught curriculum</p>	<p><i>-Destinations data</i>  <i>-Pathways into sponsors and partners</i>  <i>-Success in technical qualifications (BTEC)</i>  <i>-Professional qualification achievement</i>  <i>-Employer project structures and cross-fertilisation opportunities</i></p>	<p>-0% NEET  -BTEC pass rate above target and above national levels;  -Most students achieve professional qualifications  -Employer projects all rated 'good' or better by students</p>	<p>-0% NEET  -BTEC pass, merit and distinction rate above target and above national levels;  -100% of students achieve professional qualifications  -Employer projects all rated 'good' or better</p>

				by students with 50% outstanding
4. The 6 <sup>th</sup> form is outstanding	<p>a) Ensure there is no 'quality gap' in 6<sup>th</sup> form teaching</p> <p>b) Ensure staff have knowledge, skills and capacity to deliver across the suite of qualifications</p> <p>c) Cross-curricular skills are delivered consistently and effectively</p> <p>d) The 6<sup>th</sup> form becomes an oversubscribed and vibrant offer</p>	<p><i>-Attainment and progress data at student level</i></p> <p><i>-ALPs data at subject level</i></p> <p><i>-Destinations data including access to higher education and Russell Group universities</i></p> <p><i>-Applications and offers for 6th form</i></p>	<p>-Attainment meets targets for 90% of students in Year 13</p> <p>-Destinations data strong including Russell Group</p> <p>-Observation data as strong in 6<sup>th</sup> form as lower school</p> <p>-Reputation generates increased applications compared to 2017</p>	<p>-Attainment meets targets for 95% of students in Year 13</p> <p>-Destinations data strong including Russell Group and blue chip apprenticeships</p> <p>-Observation data as strong in 6<sup>th</sup> form as lower school</p> <p>-Reputation drives &gt;25% more applications than 2017</p>
5. Student safeguarding, conduct and employability are excellent	<p>a) Ensure that systems to safeguard students are strong and clearly communicated with effective leadership and well-trained staff</p> <p>b) Ensure that student conduct is habitually professional and in line with the UTC's expectations</p>	<p><i>-Safeguarding statutory requirements are met</i></p> <p><i>-Safeguarding systems are strong and appropriately used</i></p> <p><i>-Staff including DSL are appropriately trained</i></p> <p><i>-Students feel safe and able to report concerns</i></p> <p><i>-Attendance reaches Lambeth average</i></p>	<p>-Safeguarding statutory requirements are met</p> <p>-Safeguarding systems are strong and appropriately used</p>	<p>-Safeguarding statutory requirements are met</p> <p>-Safeguarding systems are exemplary and appropriately used</p> <p>-Staff including DSL are appropriately trained</p>

	<p>c) Ensure students' employability skills and attributes are actively developed across the curriculum</p>	<p><i>-Exclusions in line with top 10% of UTCs</i></p>	<ul style="list-style-type: none"> <li>-Staff including DSL are appropriately trained</li> <li>-Students feel safe and able to report concerns</li> <li>-Attendance reaches Lambeth average</li> <li>-Exclusions in line with top 10% of UTCs</li> </ul>	<ul style="list-style-type: none"> <li>-Students feel safe and able to report concerns</li> <li>-Attendance reaches national average</li> <li>-Exclusions lower than all other UTCs</li> </ul>
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## 4. Strategic Focus 2 – Recruit, develop and retain excellent staff

The below outlines the objectives that have been set in order to support achieving Strategic Focus 2 **Recruit, develop and retain excellent staff**:

1. Attract high quality staff, both in teaching and support roles
2. Ensure all staff work effectively in support of the UTC's objectives and in sympathy with its values
3. Ensure teaching shows the highest possible degree of expertise including accuracy of prediction and assessment
4. Ensure quality assurance of teaching and learning is robust and linked to high quality CPD
5. Secure excellent retention rates of staff, including providing career development opportunities

### 4.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the above objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Attract high quality staff, both in teaching and support roles	a) Further develop recruitment strategy to secure the best and largest possible fields for interview b) Ensure the UTC is able to articulate powerful reasons to join the staff c) Explore innovative, non-traditional routes into the UTC via apprenticeships for example d) Ensure staffing model is highly effective at generating positive outcomes	-Quality of staffing -Suitability of staff skillsets -Recruitment channels for staff -Staff model adding value	-All roles attract at least two applicants -All subjects are staffed by specialists -Teaching staff lower cost than Lambeth average -Fully staffed with specialists in all subject areas	-All roles attract at least three applicants -All subjects are staffed by specialists -Teaching staff 5% lower cost than Lambeth average -Fully staffed with specialists in all subject areas including industry experience

<p>2. Ensure all staff work effectively in support of the UTC's objectives and in sympathy with its values</p>	<p>a) Strong staff training programme ongoing to</p> <ul style="list-style-type: none"> <li>-communicate objectives and values</li> <li>-secure buy-in from all staff</li> <li>-indicate how effective operation will be articulated</li> </ul> <p>b) Operate consistent systems of effective line management to develop and support staff, linked to objectives</p> <p>c) Operate systems of effective appraisal and performance management linked to pay and progression, linked to objectives which are cascaded logically from whole-school to individuals.</p>	<p><i>-UTC meets its objectives both short and medium term</i></p> <p><i>-Staff operate in a manner in line with UTC values as a matter of course</i></p> <p><i>-Quality and personalization of line management</i></p> <p><i>-Performance management impact and outcomes</i></p>	<p>-100% of CPD is graded 'good' or better</p> <p>-100% of staff operating UTC systems</p> <p>-100% of staff targets follow central model</p> <p>-100% of staff effectively managed as judged by internal review</p>	<p>-100% of CPD is graded 'good' or better</p> <p>-100% of staff operating UTC systems</p> <p>-100% of staff targets follow central model</p> <p>-100% of staff effectively managed as judged by internal review</p>
<p>3. Ensure teaching shows the highest possible degree of expertise including accuracy of prediction and assessment</p>	<p>a) Operate rigorous and regular quality assurance system for teaching staff to include both observation of T&amp;L and data analysis</p> <p>b) Implement regular scrutiny of assessment in various forms</p> <p>c) Monitor and evaluate accuracy of prediction; introduce moderation and standardization procedures with external partners in support</p>	<p><i>-Quality of teaching</i></p> <p><i>-Accuracy of predictions</i></p> <p><i>-Range, quality and consistency of assessments</i></p> <p><i>-Effectiveness of standardization and moderation across teams</i></p>	<p>-All teaching is 'good' or better</p> <p>-Assessments shown to be accurate and effective</p> <p>-Standardisation and moderation in place across all departments</p>	<p>-All teaching is 'good' or better</p> <p>-Assessments shown to be accurate and effective</p> <p>-Standardisation and moderation in place across all departments</p>

<p>4. Ensure quality assurance of teaching and learning is robust and linked to high quality CPD</p>	<p>a) Rigorous QA of teaching which both generates high quality developmental feedback and also generates performance data  b) Analysis of performance data to ensure CPD is appropriate and targeted to need  c) High quality CPD programme throughout the year</p>	<p><i>-Quality of teaching data</i>  <i>-CPD programme</i>  <i>-Impact of CPD programme through evaluation data</i></p>	<p>-All staff show improvement in their teaching  -100% of teachers positively link CPD to QoT  -CPD programme is linked to need according to internal review data  -100% of CPD sessions are judged 'good' or better by staff  -Non-teaching staff developed to increase effectiveness</p>	<p>-All staff show improvement in their teaching  -100% of teachers positively link CPD to QoT  -CPD programme is linked to need according to internal review data  -100% of CPD sessions are judged 'good' or better by staff; 33% outstanding  -Non-teaching staff highly effective due to development programmes</p>
<p>5. Secure excellent retention rates of staff, including providing career development opportunities</p>	<p>a) Improve recognition and reward for staff performing well – bonus structure and CPD opportunities  b) Strong internal systems to recognise and develop talent  c) create retention plans and career development pathways  d) Ensure very high quality, targeted CPD for all staff, both teaching and support.</p>	<p><i>-Retention rates in relation to London average</i>  <i>-Internal promotions</i>  <i>-Range of retention strategies</i>  <i>-High quality, personalised professional development</i></p>	<p>-Teaching staff turnover rate 10% lower than London average  -A range of retention strategies in place  -CPD related to the needs of the majority of staff including all teaching staff</p>	<p>-Teaching staff turnover rate 50% lower than London average  -A wide range of retention strategies in place  -CPD related to the needs of 100% of staff</p>

## 5. Strategic Focus 3 – Maintain financial sustainability

The below outlines the objectives that have been set in order to support achieving Strategic Focus 3 of **Maintain Financial Sustainability**

1. Increase application numbers for 2018-19
2. Low Cost and Cost Transparency
3. Increase Revenue through different revenue streams
4. Efficient use of resources to drive impact in student progress and more widely

### 5.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Increase application numbers for 2018-19	<p>a) Clear and appropriate marketing strategy produced, grounded in analysis</p> <p>b) Effective multi-channel marketing and events raise profile of the UTC</p> <p>c) UTC presence at an increasing number of schools at Post-16 events, options evenings etc.</p> <p>d) Meetings with applicants and 'keep warm' activities to minimise attrition.</p>	<p><i>-Evidence-based marketing strategies</i></p> <p><i>-Range of channels utilised</i></p> <p><i>-Increased reach of marketing materials including socials</i></p> <p><i>-Range of effective keep warm activities</i></p> <p><i>-All applicants met by SLT soon after applying</i></p>	<p>-Applications 50% higher than 2017</p> <p>-Increasing range of recruitment channels used</p> <p>-Increasing number of Year 9 families directly engaged</p> <p>-At least three 'keep warm' events per year</p>	<p>-Applications 100% higher than 2017</p> <p>-Increasing range of recruitment channels used, all offering positive impact and value for money</p> <p>-Increasing number of Year 9 families directly engaged – 10% per year</p>



	E) New website, prospectus and improved social media campaigns launched		-All applicants invited to interview	-At least four 'keep warm' events per year -All applicants invited to interview; 75% attendance
3. Increase Revenue through different revenue streams	a) Increase lettings revenue, involving partners where possible b) Develop apprenticeship offer c) Explore sources of other revenue – products, services, consultancy d) Increase sponsorship revenue both in cash terms and 'benefit in kind'	-Lettings revenue -Apprenticeship pathways offered -Revenue generated through extended offer -Increased benefit to UTC of sponsorship	-£5000 per year in external lettings revenue -Apprenticeship programme operational with one partner for next academic year -Sponsorship of at least one event/activity	-£15000 in external lettings revenue -Apprenticeship programme operational with three partners for next academic year -Sponsorship of at least three event/activity
4. Efficient use of resources to drive impact in student progress and more widely	a) Regular, accurate evaluation of efficiency in terms of value for money b) Expenditure benchmarked against student impact, to inform spending decisions c) Staffing model is built on high-impact, low cost principles	-Value for Money (VfM) evaluations -Spending decisions benchmarked against impact -Staffing model adapts to changing needs remaining highly efficient -Intelligent use of shared services and SLAs brings efficiency savings	-Curriculum and staffing model analysis in place annually -Shared services run efficiently and cost effectively -Trust level support offers	-Curriculum and staffing model analysis in place twice annually -Shared services run efficiently and cost effectively -Trust level support offers

	d) Efficiency savings are maximised wherever possible, through shared provision and service-level agreements with partners for example.		positive impact and good value for money by internal review -Staffing model is cost-effective and efficient	positive impact and good value for money by internal review -Staffing model is cost-effective and efficient
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## 6. Strategic Focus 4 – Foster strong and progressive partnerships locally and beyond

The below outlines the objectives that have been set in order to support achieving Strategic Focus 4 of **Foster Strong and Progressive Partnerships Locally and Beyond**:

1. Mutually beneficial partnership between South Bank Engineering UTC and other schools
2. Build strong and beneficial relationships with local communities
3. Build positive collaborations across the UTC network
4. Strong and beneficial links with an increasing range of partners from industry in engineering and more widely
5. Build university links with LSBU and beyond
6. Build successful International links
7. Ensure high levels engagement and involvement of parents/carers

### 6.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Mutually beneficial partnership between	a) Build positive, professional relationships at SLT level with	-Professional relationships at SLT level	-Professional links yield partnership	-Professional links yield

<p>South Bank Engineering UTC and other schools</p>	<p>Lambeth and cluster schools both at secondary and primary phase  b) Build positive collaborations with local schools which are both mutually beneficial and sustainable  c) Host events and give UTC expertise to enhance local offer; use these to improve relationships.</p>	<p><i>-Inter-school collaborations</i>  <i>-Links both at primary, secondary and university</i>  <i>-Impact of UTC activities on wider educational community</i></p>	<p>work with three schools in two phases  -Links with university impact on all UTC students  -UTC able to evidence positive impact on wider community through range of activity</p>	<p>partnership work with five schools in two phases  -Links with universities impact on all UTC students  -UTC able to evidence positive impact on wider community through range of activity in range of channels</p>
<p>2. Build strong and beneficial relationships with local communities</p>	<p>a) Offer use of UTC expertise and facilities to local groups, such as professional qualifications to parents  b) Harness nature of UTC and its students to add value to local community groups, such as enhancing local charity social media  c) Build reputation and awareness of UTC in the local area by maximizing publicity for the UTC through shared activities and events</p>	<p><i>-Professional qualifications customers and outcomes</i>  <i>-Impact of community initiatives</i>  <i>-Reputational analysis</i>  <i>-Range and nature of publicity</i></p>	<p>-Professional qualifications offered to external stakeholders  -Community initiatives receive positive feedback  -At least three positive press reports per year</p>	<p>-Professional qualifications achieved by external stakeholders  -At least three community initiatives receive positive feedback  -At least five positive press reports per year with no negative</p>

				publicity in public domain
3. Build positive collaborations across the UTC network	<p>a) Develop collaborative and high-impact relationships with other UTCs, especially UTC Reading and London Design UTC to improve T&amp;L</p> <p>b) Relationships generate efficiencies – for example in staff recruitment or marketing</p> <p>c) Develop and share products, services, collaborations and projects more widely</p>	<p><i>-Depth, breadth and impact of inter-UTC collaborations</i></p> <p><i>-Efficiencies generated through collaborations</i></p> <p><i>-Impact of wider development of products and services</i></p>	<p>-Evidence of positive collaborations with two other UTCs</p> <p>-UTC/BDT collaborations generate efficiencies or added capacity</p> <p>-Positive educational impact through UTC collaborations</p>	<p>-Evidence of positive collaborations with at least three other UTCs</p> <p>-UTC/BDT collaborations generate efficiencies and added capacity</p> <p>-Positive educational impact through at least two UTC collaborations</p>
4. Strong and beneficial links with an increasing range of partners from industry in engineering and more widely	<p>a) Existing sponsors all actively engaged with projects delivered</p> <p>b) Existing partners all actively engaged</p> <p>c) Range of new partners engaged in engineering and more widely</p> <p>d) Partnerships used to ensure strong and coherent CEIAG</p>	<p><i>-Sponsor engagements: range, regularity, depth, impact</i></p> <p><i>-Engagements from existing partners</i></p> <p><i>-Engagements from new partners</i></p> <p><i>-Number and type of new partnerships</i></p> <p><i>-Quality and impact of CEIAG</i></p>	<p>-100% of sponsors deliver employer projects annually</p> <p>-Existing partners all deliver input annually</p> <p>-At least two new partnerships developed per year</p>	<p>-100% of sponsors deliver two+ employer projects annually</p> <p>-Existing partners all deliver 2+ inputs annually</p> <p>-At least three new partnerships developed per year</p>

			-Investor in Careers Award achieved	-Investor in Careers Award achieved -100% of students give positive feedback on CEIAG programme
5. Build university links with LSBU and beyond	<p>a) LSBU links are developed both in depth and breadth</p> <p>b) Further university links developed, including Russell Group and other London universities</p> <p>c) Links with students and academics developed, including mentoring and lectures</p> <p>d) UTC benefits from access to university resources</p>	<p><i>-LSBU engagements: range, regularity, depth, impact</i></p> <p><i>-Engagements with other universities</i></p> <p><i>-Academic links</i></p> <p><i>-Value-add from links including mentoring and access to resources and teaching spaces</i></p>	<p>-LSBU engagements develop in range and depth</p> <p>-Academic links at LSBU add educational value</p> <p>-100% of students have LSBU link</p> <p>-100% of students rate LSBU link as positive</p> <p>-Wider links developed with other including Russell Group universities</p>	<p>-LSBU engagements develop in range and depth</p> <p>-Academic links at LSBU add educational value</p> <p>-100% of students have LSBU link</p> <p>-100% of students rate LSBU link as positive</p> <p>-Wider links developed with other including</p>

				Russell Group universities
6. Build successful International links	<p>a) International links developed at a student level</p> <p>b) Institutional links developed internationally</p>	<p><i>-Impact of international links on UTC</i></p> <p><i>-Wider benefits of links eg on cultural understanding, at student level</i></p>	<p>-Two international links in place</p> <p>-UTC students able to articulate benefits of links</p> <p>-Institutional international link in place</p>	<p>-Three international links in place</p> <p>-All UTC students able to articulate benefits of links</p> <p>-Institutional international links in place including outside Europe</p>
7. Ensure high levels engagement and involvement of parents/carers	<p>a) High levels of engagement from parents/carers</p> <p>b) Range of engagement with parents/carers including input in UTC decision-making</p> <p>c) Use of innovative technology to remove barriers to engagement</p> <p>d) Use of resources including technology and staffing to remove language barriers</p>	<p><i>-Attendance at parents' evenings</i></p> <p><i>-Proportion of parents/carers actively engaged with UTC</i></p> <p><i>-Impact of technology to increase range and types of engagements</i></p> <p><i>-Engagement of EAL parents/carers</i></p>	<p>-100% of parents/carers positively engaged with UTC</p> <p>-Increasing use of multi-channel communication with parents/carers</p> <p>-Effective engagement with 100% of EAL families</p>	<p>-100% of parents/carers positively engaged with UTC</p> <p>-Increasing use of multi-channel communication with parents/carers including online</p> <p>-Effective engagement with 100% of EAL families</p>



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### Outcomes for children and learners is judged to be Good

It is judged to be good because

- Attainment data is close to challenging targets for Year 11 students and above national 2017 figures for Attainment 8 (51.15) and Basics (61% 5+)
- Performance in specialist area is strong in all years. Evidence eg Year 11 BTEC L2 outcomes 5x national average at Distinction+. BTEC L3 academic results 91% Distinction+
- Basket of interventions targeting individual performance
- Y12 and 13 predictions are ahead of target at A\*-C for most subjects at A level
- Agile response to BTEC framework challenges: QCF and NQF pathways introduced to ensure strongest outcomes for Year 13 groups.
- Core L3 maths resit pathway for Year 13 will improve results on resits
- Year 10 on track to meet targets in subject areas although not yet overall for Attainment 8

#### Next steps:

- *Further work to ensure Y11 outcomes at 5+ and in relation to targets*
- *Intervention to close gaps between groups eg MAD*
- *Increase proportion of Y11 performing at 6+ for A level progression*
- *Increase performance of students in comparatively weaker subjects eg computer science*
- *Increase proportion of A\*-B grades at A level*
- *Support students in Y13 further to secure high quality destinations with strong degree of 'stickability'*

### Quality of teaching, learning and assessment is judged to be Good

Quality of teaching	YTD
Outstanding	32%
Good or better	54%
Requires improvement	11%
Inadequate	3%

- The majority (86%) of all teaching in the UTC is judged to be at least good. A small number of beginner staff require support to be good consistently. Close to a third of all teaching is outstanding.
- The UTC's vision and values are clear, well understood and respected with HEARTBEAT employability developed through lessons
- Teachers plan effectively and set appropriate tasks based on systematic assessment. Progress data informs planning.
- Differentiation is developing partly due to increased SEND support capacity and is often good but is inconsistent between staff.
- The progress of students is tracked closely and appropriate interventions and resources are in place to support those who are underachieving
- Pupils set high aspirations of themselves, are engaged and keen to do well.
- Beginner teachers are supported and developed through a bespoke programme

- Marking and feedback is variable and requires further development
- Teaching is focused on specifications and exam board outcomes but can lack variety in style
- Support staff are used well with increased capacity and expertise recently
- Learning walks indicate habitually good QoT
- Systems for monitoring the quality of teaching are embedded and rigorously quality assured
- Standardisation and moderation is in place with networks beyond the UTC but with new courses there is a lack of experience at system level.

#### Next Steps:

- *Improve consistency of marking and feedback so all learners know how to improve, especially in 'portfolio subjects'*
- *Continue to build range of assessment techniques across lessons and across teams*
- *Continue to develop moderation and standardisation to increase confidence in grade accuracy*
- *Further improve SEND support in all subject areas*
- *Secure consistently good teaching across all subject teams: particularly from beginner teachers*
- *Further develop UTC-specific themes across the curriculum*
- *Further embed employer projects across subject areas*

### Personal development, behaviour and welfare is judged to be Good

- Behaviour in lessons and around the UTC is good. A small number of students require additional support and intervention to meet expectations.
- Students display good manners, respect and courtesy to others.
- Students show respect for British values including democracy, the rule of law, tolerance and respect.
- South Bank UTC values are embraced by both staff and students.
- Relationships between staff and students are good and characterised by professional conduct.
- Systems to capture and reward positive or negative conduct are clearly established and work effectively although require more consistency.
- Safeguarding systems are effective and have been externally audited for resilience (DfE Jan and April 2018 and Lambeth Feb 2018)
- SMSC is embedded throughout the curriculum and through all aspects of UTC life including the pastoral programme
- Attendance and Punctuality are high priority and the UTC has measures in place to ensure improvement. KS4 attendance is above national average at 95%: it is currently around 94%
- The consistent focus on professionalism and on the development of employability skills has a positive impact on students' conduct and outlook.

- Pupils feel safe and parents tell us their children feel safe (survey data Nov 2017)
- Student voice and leadership is well developed, representative and impactful.
- Peer Mentoring is operational and very successful
- Bullying is rare and dealt with swiftly.
- Students understand and are aware of how to keep themselves and others safe.
- Exclusions data is below UTC average

#### Next steps:

- *Focus on achieving above target attendance for all groups*
- *Further improve punctuality to the UTC in the mornings, especially from key students*
- *Intervene successfully with the small number of students presenting complex pastoral needs*
- *Further embed peer mentoring systems and develop climate of self-management*
- *Consolidate the threading of the prevent agenda and values throughout the curriculum*

## Effectiveness of leadership and management of the UTC is judged to be Good

- Safeguarding systems are now strong following a range of actions as identified by DfE and Lambeth reviews.
- There is a clear shared vision of high expectations for all, driven through consistent and clear messaging.
- The leadership team are effective due to consistent pursuit of high performance in all of the UTC's activities. This results in high levels of achievement and good progress and personal development for all students.
- Leadership is nascent at departmental level and is a focus for development
- Accurate, evidence-driven self-review drives improvement and intervention.
- The LGB works effectively and provides rigorous scrutiny and support.
- All leaders and managers, including those responsible for governance, are highly ambitious for the pupils.
- Leaders, managers and governors base their actions on an accurate understanding of the UTC's performance.
- The curriculum is appropriate to deliver the UTC's distinct vision and has positive impact on behaviour and safety.
- Quality and commitment of all staff is excellent. Morale is good. Retention is strong.
- Essential systems work smoothly and effectively and are consistently refined.
- There is a commitment to growing staff internally and providing them with support, CPD and opportunities are intrinsically linked to areas for development, the UTC aims and appraisal and in house training has clear impact.
- PMR systems are strong and appropriate, driving improvement in performance and are linked to pay and progression.
- The curriculum supports learning well and promotes students' personal development and development of technical skills through projects
- Health and Safety is well managed by all staff.
- Leaders actively quality assure their judgements with strategic partners and there is a constructive, forward looking relationship with other partners including sponsors, partner companies and other schools.
- Parent/Carers are frequently provided with information about their children's education and are very positive about the UTC.
- The UIP provides an ambitious, focussed agenda for the continuing positive development of the UTC.

### Next steps

- *Rapid development of middle leader programme including departmental self review*
- *Further development of CPD programme for all staff, including non-teaching staff to increase performance and sustain retention*
- *Develop further strategies to increase student recruitment and to further drive financial efficiency and effectiveness*
- *Work with partners more effectively to secure destinations and to prepare for Ofsted.*
- *Further evidencing of challenge and support from LGB through minutes and visit records*

## Sixth Form provision is Good

- Courses on offer have expanded and are in line with vision, values and specialism: BTEC frameworks align with securing highest outcomes for students
- Entry criteria are now more appropriate to reduce Year 12-13 dropout: Grade 5+ for level 3 maths courses more rigorous than old C grade
- Courses are well taught and offer effective balance of practical and academic work: increased workshop time valued
- Attainment and progress against targets are predicted to be good.
- Students enjoy the UTC and report positively on surveys
- Support is given appropriately to develop students more widely: for example through EPQ and UCAS. Destinations data appears very positive
- Opportunities to enrich the curriculum are provided eg Arabic, 3d printing
- Advice and guidance is provided both in-house and through external sources for students to make decisions eg Start, UTC Hub, Skanska graduates
- Attendance is good for most students but not all; punctuality is not yet good
- Partnerships with sponsors has included opportunities for trips, work experience and are leading towards employment and apprenticeships
- Resources are made available to support students for example in personal study
- Employer and university links serve well to enrich students and develop skills through project-based learning

### Next steps

- *Improve 6<sup>th</sup> form attendance and punctuality*
- *Continue to monitor curriculum and course choices to ensure success, particularly focusing on engineering courses*
- *Recruit, develop and retain strong staff to ensure teaching is consistently excellent, including in the specialism.*
- *Develop range of projects on offer with consideration to time and resource requirements*
- *Further develop university links into Russell Group*
- *Further improve advice and guidance for multiple pathways*
- *Explore opportunities to expand curriculum offer while maintaining financial efficiency*

## Overall effectiveness is judged to be Good

Main areas of focus for further improvement are

- Further work to verify the robustness of safeguarding systems; ongoing staff training as appropriate
- Further improve quality of teaching across all subject areas, particularly of beginner teachers
- Continue to close gaps in performance between groups and raise attainment overall through accurate assessment, feedback and differentiation
- Work with partners to ensure high quality triangulation and scrutiny supports managers' self-assessments of UTC performance
- Develop, support and retain staff through high quality, targeted CPD and line/performance management
- Secure strong destinations data for Year 13 leavers; secure high proportion of Year 11 continuing into Year 12
- Ensure L&M is effective in securing increased student numbers leading to sustainable financial position.
- Explore strategic options for medium-term structure of



## Employer engagement

### Cover sheet

Dan Cundy. 15<sup>th</sup> May 2018.

- Wide range of engagement with sponsors and wider partners all adding significant value.
- All students have benefited from engagements.
- Engagements now leading to further pathways: apprenticeship and university offers
- Management required to balance value-add of engagements against competing demands on student time and staff and leadership capacity



# South Bank Engineering UTC

## Partner engagement

Dan Cundy. 15<sup>th</sup> May 2018.

Employer and university partnerships continue to add real value this year. They serve to develop students' technical skills, enhance their HEARTBEAT employability skills, contextualise their learning, drive engagement and create opportunities for future engagements.

### Skanska

- Graduate team Year 12 engagement day worked exceptionally well.
- Graduate team Year 10 mentoring ongoing, with very positive feedback from students involved
- Graduate team presence at open events
- Workplace of the future project launched and ongoing, with one-day kick-off event highly successful.
- Skanska Women's Network day with Year 10 and 12 girls very successful
- Mentoring of Year 13 students ongoing and very positively received
- Skanska work experience taken place – well-planned and impactful
- Meeting with Emerging Talent Manager led to privileged apprenticeship offers

### GSTT

- Project using CAD to produce a plug for hospital beds ongoing with Year 12

### Kings

- A variety of Monday afternoon talks have taken place on a variety of topics mainly in healthcare sciences – very well received
- Wheelchair project with year 10 successfully completed and judged.
- Further discussions around future projects and drop-down days taking place
- Meeting to discuss healthcare science apprenticeships took place – strategic discussions to take place at trust level.

### LSBU

- Unconditional offers made to Year 13 students
- Primary STEM event hugely successful with two local schools in attendance
- Girls into STEM day taking place in late May
- UCAS advice sessions delivered to Year 13 students
- Prep for Uni sessions ongoing for Year 12 in CPD

- Strategic planning ongoing at executive level to bring additional support and engagement from LSBU to bear.
- Engagement with Estates team to advise on H&S and site management

#### **Engagements with wider partners**

Squire & Partners: Year 12 project on Brixton Windmill ongoing following successful launch event and site visit

St James: education provision including mock interviews, work experience and site tours completed

Sir Robert McAlpine: work experience programme over Easter successful

Bowmer & Kirkland: work experience programme ongoing and positively received

Mace: work experience programme ongoing and successful. Assemblies and engagements on site with Year 12 and 13 leading to privileged apprenticeship offers to Year 13.

Natural History Museum: meeting to discuss strategic partnership arranged.

Tideway: Year 12 and 13 project and site visit ongoing.

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Paper title:	March 2018 Management Account
Board/Committee	South Bank Engineering UTC LGB meeting
Date of meeting:	15 May 2018
Author:	Michael Okelola, Interim Accountant
Purpose:	To Note
Recommendation:	The Board is requested to note the attached management accounts and commentary

## Summary:

### Summary of results

The consolidated 2017/18 - year to date (YTD) financial position for South Bank Engineering - UTC shows a surplus of £181k against a budget deficit of (£63k). This is primarily due to transition funding of £200k received that is not included in the budget projection. Overall, staffing cost and other operating expenditure are in line with budget.

	YTD £'000			Full year £'000		
	Actual	budget	Variance	Forecast	Budget	variance
<b>Income</b>	1,221	1,014	207	1946	1739	207
<b>Staffing cost</b>	703	732	29	1225	1255	30
<b>Operating Expenditure</b>	337	345	8	541	543	2
<b>Total expenditure</b>	1,040	1,077	37	1766	1798	32
<b>Surplus/(Deficit)</b>	181	(63)	244	180	(59)	239

## Background

The report attached shows the financial position for the periods from September 2017 to March 2018.

To ensure all income and expenditure are accurately recorded in the accounting system and timely management accounts produced, a number of measures have been introduced to improve financial controls and procedures, such as:

- 1) Monthly bank reconciliation

- 2) Timely input of invoices to PSF
- 3) Income and expenditure verified to source documents and accounting system
- 4) Segregation of duties
- 5) Monthly management review
- 6) Month end close checklist

However, there are still a few concerns with inaccurate transaction posting to the accounting system and some outstanding issues from prior academic / financial years. Such as duplicate invoice posting and payment, work is still ongoing to establish the impact on the accounting records and corrective measures needed.

Overall, the improvements in financial controls and procedures will provide assurance needed, that the accounting records at period end give a true and fair reflection of the financial position of the UTC.

### **Forecast**

The forecast for the full year to August 2018, is based on adjusting the full year budget with the year to date variance. Forecast income for the year is higher than budget due to the additional £200k UTC transition funding. Both staffing and other operational expenditure are in line with the full year budget. Based on discussion with the head teacher, we expect to adjust the full year surplus by (£25k) to account for additional operational expenses such as health & safety and security cost less any cost saved on agency staffing cost.

### **Income and Funding**

ESFA funding are reviewed and booked each month. The funding remittances are also agreed to the bank statement.

The ESFA one-off capital grant for the UTC establishment is not included in the income and expenditure data presented above.

### **Staffing cost**

Staffing cost spend to date is £703k compared to budget of £732k, representing a slight underspend of £29k. Agency staffing cost is expected to taper off through the remaining part of the academic year and total staffing expenditure for the academic year is expected to be well below the budget of £65k.

### **Operating Expenses**

Operating expenses YTD is £337k compared to budget of £345k, representing a £8K (c. 2.5%) underspend. The full year forecast is expected to increase by £25k to cover costs that have not been budgeted for, such as refuse disposal, health & safety, security maintenance and security update.



**Capital Grant for UTC (one-off)**

Total capital grant funding for the UTC is £1,560k and amount received to date from the ESFA is £1,158k (excl. VAT) to offset spend to date of £1,214k.

The remaining budget for FF/SE and IT is £272k and £80k respectively. However, there are commitments of approximately £42k and other contract quotes that further reduce amount remaining to spend by £150k. UTC capital expenditure is grant funded and the cost and depreciation will be offset against grant income.

	Capital Fund Amount	Spend to Date	Remaining Budget
Fixture Furniture / Specialist Equipment	£1,098,000.00	£826,000.00	£272,000.00
IT	£468,000.00	£388,000.00	£80,000.00
<b>Total</b>	<b>£1,566,000.00</b>	<b>£1,214,000.00</b>	<b>£352,000.00</b>

**Cashflow**

The cashflow status of the UTC is reviewed centrally by the Trust to ensure there is adequate funds to cover its operational activities.

**Recommendation**

The board is requested to note the attached management accounts and commentary.

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# Management Accounts Report for 7 months to March 2018



	UTC - South Bank Engineering UTC											
	CURRENT PERIOD				YTD TOTALS				FULL YEAR			COMPARATIVE
	PY Actual	Actual	ACA BUDGET 17-18	Variance	PY Actual	Actual	ACA BUDGET 17-18	Variance	PY Actual	ACA BUDGET 17-18	Forecast	ACA BUDGET 17-18
<b>Income</b>												
A0 - GAG funding	393,091	238,633	138,229	100,404	1,144,967	855,221	967,603	(112,382)	1,287,607	1,658,748	1,546,366	1,658,748
A2 - Other Govt Grants	-	15,750	3,000	12,750	-	359,814	21,000	338,814	-	36,000	374,814	36,000
A3 - Private Sector Funding	-	-	-	-	-	-	-	-	28,525	-	-	-
A4 - Other Income	1,872	4,946	3,677	1,269	6,354	6,351	25,739	(19,388)	10,905	44,124	24,736	44,124
<b>Total Income</b>	<b>394,964</b>	<b>259,329</b>	<b>144,906</b>	<b>114,423</b>	<b>1,151,321</b>	<b>1,221,386</b>	<b>1,014,342</b>	<b>207,044</b>	<b>1,327,037</b>	<b>1,738,872</b>	<b>1,945,916</b>	<b>1,738,872</b>
<b>Expenditure</b>												
<b>Staffing Expenditure</b>												
B0 - Teaching Staff	-	64,581	72,955	8,374	280,621	440,726	510,685	69,959	599,829	875,460	805,501	875,460
B1 - Educational Support Staff	-	17,415	8,188	(9,227)	60,232	115,388	57,316	(58,072)	-	98,256	156,328	98,256
B2 - Premises Staffing	-	-	833	833	-	1,183	5,831	4,648	-	9,996	5,348	9,996
B3 - Admin Staffing	-	15,461	17,154	1,693	37,636	107,434	120,078	12,644	158,468	205,848	193,204	205,848
B5 - Agency Staff	1,980	7,918	5,416	(2,502)	7,770	37,986	37,920	(66)	33,940	65,000	65,066	65,000
<b>Total Staffing Expenditure</b>	<b>1,980</b>	<b>105,374</b>	<b>104,546</b>	<b>(828)</b>	<b>386,258</b>	<b>702,718</b>	<b>731,830</b>	<b>29,112</b>	<b>792,236</b>	<b>1,254,560</b>	<b>1,225,448</b>	<b>1,254,560</b>
<b>Other Expenditure</b>												
C0 - Maintenance of Premises	135	-	2,562	2,562	98,581	493	17,934	17,441	79,057	30,744	13,303	30,744
C1 - Other Occupational Costs	422	10,222	8,479	(1,743)	36,776	32,534	59,353	26,819	55,280	101,748	74,929	101,748
D0 - Educational Supplies and Services	9,659	32,214	12,032	(20,683)	79,596	108,603	84,224	(24,379)	105,267	144,384	174,166	144,384
E0 - Other Supplies and Services	13,154	27,693	13,533	(14,160)	118,294	181,603	163,343	(18,260)	108,199	231,008	249,304	231,008
F0 - ICT Costs (Non Capital)	-	-	-	-	124	128	-	(128)	2,802	-	128	-
G0 - Staff Development	243	496	2,917	2,421	2,710	5,651	20,419	14,769	5,838	35,004	20,236	35,004
H0 - Other GAG Expenses	-	-	-	-	238	8,593	-	(8,593)	238	-	8,593	-
I0 - Depreciation	-	-	-	-	-	-	-	-	47,739	-	-	-
<b>Total Other Expenditure</b>	<b>23,613</b>	<b>70,625</b>	<b>39,523</b>	<b>(31,603)</b>	<b>336,319</b>	<b>337,604</b>	<b>345,273</b>	<b>7,669</b>	<b>404,419</b>	<b>542,888</b>	<b>540,658</b>	<b>542,888</b>
<b>Total Expenditure</b>	<b>25,593</b>	<b>175,999</b>	<b>144,069</b>	<b>(32,432)</b>	<b>722,577</b>	<b>1,040,322</b>	<b>1,077,103</b>	<b>36,781</b>	<b>1,196,655</b>	<b>1,797,448</b>	<b>1,766,105</b>	<b>1,797,448</b>
<b>Surplus / (Deficit) excl. Capital</b>	<b>369,371</b>	<b>83,330</b>	<b>837</b>	<b>81,991</b>	<b>428,744</b>	<b>181,064</b>	<b>(62,761)</b>	<b>243,825</b>	<b>130,382</b>	<b>(58,576)</b>	<b>179,810</b>	<b>(58,576)</b>

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## South Bank Engineering UTC

### GOVERNORS' VISIT FORM

This form is to be completed after a governor has made an official visit to the school.

**Name of Governor:** Sarah Gordon

**Date of Visit:** Thursday 8 March 2018

**Proposal for Visit (agreed in advance with Principal):**

Hot desking between meetings in Lambeth.

**General comments or observations on what was observed:**

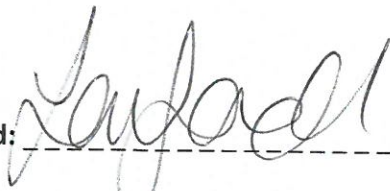
The school seemed calm and quiet. I was working in an area off of the sixth form zone and the students in there were working in groups and very well behaved. During break time the students moved around the building sensibly. They were relaxed and confident in their space, and were enjoying some loud and energetic conversations.

The students I spoke to were interested in what I was doing there, asked questions and were polite.

**Was the purpose of your visit achieved? Please comment:**

Yes. I was able to get on with some work in between meetings and being able to use the UTC saved me about an hour of travel time.

**Signed:**



**Date:**

9/3/18

(When completed, this form should be passed to the Principal, who will discuss the visit with the governors. A copy of the form will be passed to the Clerk at the end of the meeting for circulation to all governors and a copy made available to all staff)

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## Internet safety report

Dan Cundy. 8<sup>th</sup> May 2018

All connections to the UTC's internet are controlled, be they UTC or BYOD devices. Through the UTC's computers there is a sign-in protocol and through BYOD the UTC is aware of which students are connecting through which device. Permissions to access the internet can be monitored and disconnected at any time remotely through North Pallant, our ICT support company.

All access to the internet runs through the UTC's filtering software. For example, all access to social media including Facebook and Twitter is filtered. Particular search terms in search engines are also filtered.

All students have signed up on joining the UTC to an Acceptable Use of ICT Policy. This outlines for students how they are expected to conduct themselves on the internet. A new and updated form related to Acceptable Use was circulated before Easter, with all students and parents signing. Students' BYOD access is now tied to conditions, for example around attendance or conduct. Access to WiFi is removed when these conditions are broken. This is having a positive impact.

All students have received training on safe behaviour online: for example recently in CPD workshops organised by our Safer Schools Partnership police officer, PC Jodie Blackmore. They have also completed CPD and attended assemblies on internet footprints, privacy and on countering extremism.

Incidents of inappropriate use of technology are rare and are managed successfully at the UTC. There have been no recorded instances of extreme or pornographic information being accessed by students. There has been one incident this year of inappropriate use of social media (with a student sharing a video taken off-site) which was dealt with swiftly and decisively by the pastoral team.

The UTC will be investing in monitoring software to give classroom teachers finer control of students' ICT rights and permissions. This will include the ability to whitelist and blacklist software and websites in lessons, which will again have a positive impact.

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